Gender-Awareness Analysis of the National Education Policy (NEP) 2010 of Bangladesh in relation to Sustainable Development Goals

MA Dissertation

JANUARY 11, 2019

MD MAHBUBUR RAHMAN (M00654983)
Global Governance and Sustainable Development (2018-19)

Submitted to

Department of Law and Politics
Faculty of Professional and Social Sciences

[in partial fulfilment of the requirements for the Degree of Master of Arts in Global Governance and Sustainable Development]
2018-19

Supervised by

Dr Meri Juntti
Senior Lecturer
and
Programme Leader
MA Global Governance and Sustainable Development

Middlesex University, London
The Burroughs
London NW4 4BT

Abstract

This MA Dissertation examines the gender-awareness of the National Education Policy (NEP) 2010 of Bangladesh, focusing on the applicability of the NEP in achieving the gender equality in education (GEE) to realize the goal of Sustainable Development Goal-4 (SDG-4)- 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The literature review explores that achieving GEE is a *gender mainstreaming* tool and an 'apriori' for ensuring the *gender equality*, at large. Bangladesh, although achieved some positive progress towards the *gender-parity* in primary, secondary level, and in enrolment of the 6+ old children, but merely the gender parity in these levels is not sufficient enough to enter into the job market and self-employment which stands the great hindrance against the gender equality. Bangladesh needs an education policy that can provide transformative/redistributive role in the education sector in terms of gender equality.

This *qualitative* study was conducted based on the *secondary data and exploiting the document analysis* methods, where the SDG-4 with SDG-5 undergirds the GEE analysis matrix framework comprising 35 codes. This framework was developed based on the adaptation of the theoretical gender analysis frameworks, e.g., the Subrahmanian framework (2005), and other matrix frameworks used in different international organisation, such as, the CARE Common Indicator Framework (CIF).

The study findings demonstrate the **asymmetric** results, showing that the NEP -as a unit- addresses the codes to justify the policy as a *gender-aware*, whereas the micro-level analysis manifest the *asymmetric findings* revealing where three-fifths chapters are gender blind. For an unequivocal evaluation of the NEP, it requires further *outcome study* and/or *in-depth interview* of the concerned committee member's regarding the asymmetric findings.

Acknowledgement

I would like to express my deepest gratitude and appreciation to my supervisor Dr. Meri Juntti, Senior Lecturer, Department of Law and Politics, Faculty of Professional and Social Sciences, without whose assistance, guidelines and mentorship, it would, really, be impossible for me to complete and submit it. Her one-on-one supervision along with the 'dissertation workshops' were great opportunity for me to bring down any problem to solve. Her supervision was as like as guardianship, that is beyond my expression.

Besides, I would like to thank Dr Melvyn Evans and Dr Lisa Clarke who have a contribution on achieving my skills of social science research. I also like to thank the staff of the Sheppard library that serves me 24 hours as well as the LET- who were another alibi for me. As many times as I faced any confusion concerning the writing, I get the LET in my side.

In addition, I would like to thank my family members, without whose dedication and sacrifice my works would not a doable job.

Contents

Chapter One: Introduction 7

Chapter Two: Research Methodology 12

Chapter Three: Literature Review 16

Chapter Four: Findings, Presentation and Analysis.....34

Chapter Five: Conclusion 53

References.....57

Abbreviation

DFA: EFA- Dakar Framework of Action: Education for All

EFA- Education for All

GAANEP- Gender-Awareness/Sensitivity Analysis of the NEP

GAEP-Gender Analysis of Educational Policy

GEE- Gender Equality in Education

GM- Gender Mainstreaming

IAEG-Inter Agency Expert Group

MOE-Ministry of Education of Bangladesh

NEC- National Education Commission of Bangladesh.

NEP- National Education Policy 2010 of Bangladesh

UNDP-United Nations Development Program

UNESCO- United Nations Educational Scientific and Cultural Organisation

----------BLANK PAGE----------

Chapter One

Introduction

1.1 Introduction

Peace and security has been one of the most important and ultimate objective of the human societies historically, which is expressed in the very *first objective* of the United Nations (UN) Charter (1945, artrcile-1). Over times, the *objective* has been reflected as well as elucidated in almost all other international documents and further elaborate strategies are stipulated to achieve that goal. Added to this objective, the *promotion and encouragement of respect for 'Human Rights'* has been designated, in article 1(3) of the UN charter, that underscores the fundamental *underpinnings of the global peace and security*. Based on the acknowledgement of the human rights in UN charter, the *Universal Declaration of Human Rights (UDHR)* was signed among the member countries in 1948, which has undoubtedly been the *cornerstone* of the all the human rights movements, declarations, conventions and social activism irrespective of the sex, race, language and/or religion.

In the UDHR, the 'dignity' and the 'equal and inalienable rights' of all the members of the human family has been placed in the *centre* of freedom, justice and peace. In line with the UN charter and the UDHR, the agenda 2030 for Sustainable development has placed the *people, planet and prosperity* in its *core values* while devising its goals, targets and its evaluating indicators. Out of the 17 sustainable development goals (SDG), ensuring 'inclusive' and 'equitable' quality education and promoting lifelong learning opportunities (SDG 4) and achieving 'gender equality' and 'empower' all women and girls (SDG 5) provides the core *underpinnings* of achieving the other sustainable development goals (GEM, 2015) since, the *gender issues cut across all the other SDGs*.

The full realisation of the *human potential* can never be achieved denying the 'full human rights and opportunities' of half of the humanity (women) as both men and women are the *equal agents of the development*. As the peace, prosperity and happiness contingent upon the fortification of the *gender equality* and *women empowerment*, the equal access of both sexes to education, economic resources and political participation must be ensured. In addition, the women and girls should be ensured the provision for *employment*, *leadership* and at all *decision-making* levels because, without the dignified employment opportunity, financial freedom and participation at the decision-making level, the elimination of the all forms of discrimination and violence against women and girls cannot be ended. *Gender mainstreaming*, as it ensures the equal participation of women and girls in all walks of life, is crucial in the implementation of the agenda 2030 for sustainable development (Transforming our World: The 2030 Agenda for Sustainable Development, 2015, p.7).

Without ensuring the *quality education* of all women and girls, sustainable development goal-4 (SDG-4) targets can never be harvested, as *education undergirds* the SDG-4 goal. According to Sen, the objective of the sustainable development is to *ensure the human rights* of both women and men (cited in Gladwin, T.N., Kennelly, J.J. and Krause, T.S., 1995). This is true for all nations, but most crucial for the least developed and developing countries, e.g. Bangladesh, where the women and children comprise more than sixty percent of the poorer and the destitute community (Human development report 2016). Nonetheless, they are deprived from the quality education and the opportune employment opportunity.

The male-female ratio in Bangladesh is 1.04 males/females at birth, and on an average, it is 0.97 that amounts to approximately *80.0 million women and girls* in Bangladesh who have

been suffering from multifarious challenges in education (CIA factbook; GEM report 2018). As the *gender lens* ensures the participation, and investment of and for the women and girls (Kaplan and Vander Brug 2014; Sullivan, P. 2015), *gender lens* of the education policy is formidable to assure the *gender parity* and *gender equality in education* as well. It requires in all four main stages of the *education policy and planning cycle*, argued in the Global Education Monitoring Report Team (ibid, p.46): planning and policy making; budget preparations; implementation and review; and reporting cycle.

Bangladesh is striving to eradicate poverty. Additionally, to be graduated from least developed country (LDCs) to the *middle-income group by 2021* and to the *developed by 2041*, Bangladesh has endeavoured many long, medium and short-term planning and initiatives. In tangent with these national planning strategies, it has updated National Education Policy (NEP), 2010 based on the underlying philosophy of *gender-equality* in education (GEE) covering all aspects of education, *for example*, curricula, teachers training and professional development, safe and secured learning environment for all girls and women. The education policy is now under implementation stage and the achievement of the GEE relies on gender-awareness of this policy. Therefore, in this research, an in-depth critical gender sensitivity analysis of the education policy will be accomplished.

1.2 Research Question

Research question(s) is the main driver of guiding the research towards its right direction. Following the Mears (2009) and Rubin and Rubin (2012), this study would try to explore the answer of the following research question:

Is the National Education Policy (NEP) 2010 of Bangladesh Gender-Sensitive enough to address the 'Gender Equality in Education' in relation to SDG-4 and SDG-5*?*

Turning to the gender equality framework by UNESCO (2003) this study will tend evaluate as well:

How much extent the NEP addresses the four dimensions of the Gender-Equality Framework in education: Equality of Access; equality in the Learning Process; equality of Education; and equality of outcomes?

1.3 Thesis Organisation

This research report is divided into six chapters. In the first chapter, *Introduction*, the overview of the research, the background, and research methodology, in brief has been presented. The second chapter, *research methodology*, illustrates the research methodology including the research paradigm, research methods and data collection methods. The third chapter, *literature review*, summarises the core concepts of the gender-analyses, the challenges of education in Bangladesh, and a brief introduction of the evaluation framework. Fourth chapter, *the Evaluation framework*, highlights conventional gender analysis frameworks and the development of the matrix framework based on 35 codes for this study. The *fifth chapter* expounds the data findings, presents the data graphically and analyses the data. The sixth and the last chapter, *Conclusion*, outlines the whole study and makes the final evaluation remarks based on the research findings.

This *qualitative research* is a *document/content analysis* research, as document analysis provides the best tool to evaluate any policy document, and it will be completed based on the *secondary data, as* it was not possible to collect *the* primary data due to the National Election in Bangladesh that was supposed to be held that time. As the main stakeholders for interviews

in this study are the *high-level bureaucrats* and *senior level executives of the women rights* organisation, they had been contacted, but the national environment was no longer in favour of *such over-phone or email interviews*. This forms the *limitation of the study*, as no any primary data was collected to *cross-check the findings of the document analysis*.

….

Chapter Two
Research Methodology

This chapter interprets the *'general'* concept of research methodology as well as the *'adopted'* research methodology applied for data collection, data analysis and interpretation of the findings, which subsumes three major aspects, the philosophical worldview/*paradigm* of the reality, the *research design*/approaches and the research *methods*. The conceptual framework undergirds the research methodology and aids in the development of the *research question* and structure of the study for a deeper understanding of the assumptions inherent within the methodology. (Rubin and Rubin 2009; Conrad and Serlin 2011). This research is guided by the understanding that, the 'gender inequalities in education' like the existing gender discriminations in all *other aspects* in Bangladesh, is not an *'inherent'* pre-condition of the society, rather it is the creation of the inequality and injustices of the *patriarchal social* structure and can be metamorphosed over time through appropriate intervention(s).

A *paradigm* is understood as a set of beliefs that guides actions of a research. The main *four* paradigms of qualitative research based on the ontological, epistemological and methodological approaches are *Positivism*, *Post Positivism*, *Critical theory* and *Constructivism* (Guba 1990). These paradigms (Guba 1990) are presented in the following table:

Table:1: Research Paradigm (Source: adapted from Guba 1990)

	Ontology	**Epistemology**	**Methodology**
Positivism	Realist	Dualist/Objectivist	Empirical Experimentalism
Post Positivism	Critical realist	Modified objectivist	Modified

			Experimental/ manipulative
Critical theory	Critical realist	Subjectivist	Subjectivist
Constructivism	Relativist	Subjectivist	Hermeneutic and Dialectic

The *positivist* paradigm conceives the reality as the 'objective truth' driven by immutable natural laws as well as adopts the 'objectivist' epistemology and 'empiricism' methodology accordingly, meaning that the researcher finds the *truth* through the empirical study or experimentation. On the other hand, the *Constructivism paradigm* perceives no reality as 'objectively truth', rather frame the reality as 'relative', that is *socially constructed* as well as *temporal* and *spatial*. Here, the epistemology is 'subjective' unveiling that the findings and interpretation are the result of the *interaction* of the *researcher* and the *reality*.

In constructivism, the methodology is based on the interpretation of the findings which are *dialectically* compared and contrasted. The other two paradigms fall in between these two and share the common 'critical realist' ontology explaining that, there is reality *independent of the human intervention,* but that cannot be understood as the 'real nature' of the object. The main difference between *post positivism* and the *critical theory* is in their epistemology, one is the 'modified objectivist' whereas the other is 'subjectivist' and conceives that, the understanding of the reality is a *continuous process* and better findings can be achieved through *multiple observation and triangulation*-the combination of methodologies in the study of same phenomenon (Guba 1990, p. 19-25; Bryman 2012, p.690).

This study adopts a *post positivist approach* since the existing patriarchal notions and concepts of 'gender equality in education' (GEE) needs to be re-examined, reassessed and reconstructed. The evaluation of GEE in this research is from the Subramanian perspective (2005) as it underscores the human rights-based approach of the Duncan Wilson (2003) and thus provides an overarching approach for GEE. *Firstly*, the study intends to understand the nuances of the academic debate and the differences of the GEE concept from the perspectives of different writers and international organisations by literature review. *Secondly, it* discusses the existing evaluation frameworks of the GEE from different international organisations including the framework of CARE's Common Indicator (2015), Sustainable Development Goal's (UNESCO 2016), United Nations Girls' Education Initiative (UNGEI 2009) etc. *Finally,* it intends to evaluate, to *what extent* does the NEP is *gender-aware* in relation to S*ustainable Development Goals*, more specifically, the SDG-4 and SDG-5.

For this research, *qualitative research* approach is selected, and the *secondary* data harnessed in this research are retrieved from different sources. The *document/content analysis* research method is employed for the evaluation of the gender-awareness of the NEP, as the *document analysis* is the most affordable and most practical forms of qualitative research for *reviewing and evaluating any documents (Bowen 2009, p.27)* in terms of any specific indicators **(**UNESCO Bangkok 2005, p.36**).** Alike the other methods of qualitative research, *content analysis* method necessitates the data to be examined, and interpreted to elicit meaning, gain understanding, and develop empirical knowledge (Corbin and Strauss 2008, p.16 cited in the Bowen, 2009, p.27). As well, content analysis can be used in combination with other qualitative research methods as a means of triangulation (Denzin, 1970, p.291) or can be used as an independent research method (Glaser and Strauss, 1967 quoted in Bowen 2009, p.34) .

For the content analysis, the document- the National Education Policy 2010 of Bangladesh-NEP, is interpreted to give 'voice and meaning'. For the analysis, a set of gender-specific codon/codes, *a total of 35 in this study*, are prepared beforehand, and these codes are used in a 'back and forth interplay' and constantly checked and rechecked the document against the codes (Saldaana, 2009, pp.1-3) to assess the gender-awareness of the document, NEP.

….

Chapter Three
Literature Review

3.1 Introduction

Education- with its all entirety, formal and informal either- has long been considered as the most influential and most wanted entity that matters to human being, as this *learning capacity* of the human has made them distinct from others which is reflected in all source of divine knowledge and human experiences. *Education* is considered as the basic 'human rights' both in the *Quran* and the *Bible*. Similarly, the *Universal Declaration of Human Rights* (UDHR, 1948) declares that, *'everyone has the right to education'* (article 26, UDHR). The very fundamentals of 'human rights' concept is the *equality in 'dignity and rights*; (Article-1, UDHR). Besides, the *International Covenant on Economic, Social and Cultural Rights* states that, education must equally be accessible to all based on the 'merit and capability' and should not be based on any discriminatory characteristics (UNESCO, 2018).

Furthermore, education has many more aspects in human lives, society and civilization, and for this, education is considered to be the most *seminal requirements* of the human beings. Even though thinking educational expenditure as *profitable investment* has been criticised by the welfare economist, for instance, Sen (1998) and Yunus (2010), the returns of the investment in education, argued World Bank (2018), in the human capital has been proved to be the most profitable, being associated with the higher growth of income, reduced poverty, reduced maternal and child mortality, less gender inequality, fewer incidence of women violence and more gender balanced as well as increased civic engagements (UNESCO 2018) that finally pushes the national and global economic production as well as better health and happiness. (UNESCO 2014; Becker 1975 and 2002).

Nonetheless, historically the experiences of women violence, gender inequality and inequity and the deprivation of the women from their basic rights including education and virtually disappearing their *agency and voices* from the human society have been the unexpected reality that causes a great loss not only for the women but also for the human civilization. Considering the dearth situation, the *gender parity*, *gender equity* and *gender equality* have been the centre of *foci* of the global educational movement that kicks off its official journey from the World Declaration on *Education for All* (EFA), 1990 and continued through the Dakar Framework for Action: Education for All (DFA: EFA, 2000) to till the agenda 2030 for education/Incheon Declaration.

Accordingly, in the DFA: EFA, the very first pledge to realize the fruits of *Incheon Declaration (2015)* was thus to *'develop national action plans and enhance significantly investment in basic education'* integrating the strategies for GEE, recognising the need for changes in attitudes, values and practices. (ibid.pp.8-9). Similarly, the emphasis on *gender equality* has been placed, afterwards, on the Millennium Development Goals (MDG-2), the Sustainable Development Goals (SDG-4, SDG-5). Being a signatory of the UNESCO, Bangladesh devised its NEP reflecting the goals and objectives of those declarations, which is now under implementation.

3.2.1 Gender related concept

3.2.1.1 Gender

Gender describes certain 'attitudes, roles and responsibilities' assigned through a social process to males and females, that can often result in different opportunities and behaviours of both men and women CARE (2009). It is determined by the society; not inherent by birth, varies within and between the societies; influenced by cultural, political, and environmental factors; and it is dynamic, not static (CARE USA, 2001 cited in the Miske et al, 2010).

3.2.1.2 Sex

Biological differences between men and women (UNESCO 2009).

3.2.1.3 Gender Analysis

Gender analysis is "the study of how gender identities shape individual choices and opportunities in relation to material resources, social, political and economic activity within a given community or group" (CRAE, USA 2001). It includes the identification of what strategies, institutional changes and related resources are required or available for resolving a given problem and decreasing the disadvantage. This concept of gender analysis incorporates the notions and languages of the WID and GAD approaches as well as the gender identities of the poststructuralist feminists (Unterhalter, 2005). Gender analysis is intersectional and intended to unpack the 'hierarchical nature' of gender relations, in order to determine the required changes needed for more justified relationships leading, virtually, towards a more equal and just society (Leach 2003, p.19).

3.2.1.4 Gender mainstreaming:

The gender mainstreaming (GM) concept- being developed, proposed and formally accepted by the World Conferences on Women, specially the Beijing conference 1995- is aimed to achieve the gender equality. It is the process of "assessing the implications for women and men of any planned action, including legislations, policies, or programmes, in all areas and at all levels […]" (UN ECOSOC definition). Existing gender discrimination, inequalities, inequities and injustice against the women and the girls can successfully be uprooted by gender mainstreaming (GM) as, GM can undertake multiple interventions from multiple perspectives after their justified assessment.

Though GM was thought to be pointed to achieve the gender equality goal, *some flaws in the conceptualization* of GM are inhibiting those achievement argued Walby (2005, cited in Daly 2005, p.445), as GM incorporates two different mutually inconsistent frame of references- one being emanated from the gender equality stance and other being emanated from the mainstreaming stance- which are mutually inconsistent. This claim of Walby is incongruent with the argument of Woodward (2001, p.14) who provides a somewhat different articulation of mutual inconsistence, *as a tension between the rational and irrational elements*.

3.2.1.5 Gender Equality in education:

Gender equality means the provision of 'equal conditions, treatment and opportunities' of both male and female, boys and girls, men and women to realize their full 'human potentials, rights and dignity as well as opportunities' to contribute to and benefit from economic, social, cultural and political development. *Gender equality* is a broader concept than the *gender parity* and *gender equity*. Both parity and equity are the building blocks of the gender equality (UNGEI 2012, p.3; USAID 2008, p.5). To ensure the gender equality in education, women and girls must enjoy the *equal access* to 'quality education, economic resources, and political participation' as well as *equal opportunities* of for employment, leadership and at all decision-making levels. All forms of discrimination and violence against women and girls will be eliminated, including the engagement of men and boys since, the systematic mainstreaming of a gender perspective in the implementation of the GEE is crucial. (The Agenda 2030 for a sustainable development world cited in the GMR 2018, p, 7).

3.2.2 Policy and Gender

The education policy likewise the other policy can be evaluated based on its gender biasness and consciousness that helps in the policy makers and practitioners to determine the extent *to what degree* a policy is supporting to remove the existing gender discrimination in the society. Naila Kabeer (1992, cited in Oxfam 1999), categorizes the policies into (a) gender-blind (b) gender-aware, and subdivided the latter into (i) gender neutral-policies, (ii) gender-specific policies and (iii) gender-redistributive policies. *Gender-blind* policies tend to exclude the women and does not take into consideration the sex distinction in the society that leads to biasness in favor of the existing patriarchal social structure as ignore the set of economic/social/political roles, rights, entitlements, responsibilities, and obligations associated with being female & male and the power dynamics between and among men & women, boys & girls.

On the other hand, the *gender-aware* policies consider women as the independent actors in the society who might have different needs, interests, and priorities which might sometimes conflict with those of men. Out of the three gender-aware policies, the *gender-neutral policies* and *gender specific policies* work within the existing gender division of resources and responsibilities but use the knowledge of gender differences in different context. G*ender neutral policies* use knowledge in a given society to overcome in development intervention targeting the benefit of the both male and female sexes, whereas the *gender specific* policies use the knowledge of gender difference in a given context to respond to the practical gender needs of women or men. Unlike the gender neutral and gender specific policies, *gender-redistributive* policies tend to transform the existing of power and resources towards a more balanced relationship between women and men and target the both sexes, or women or men separately (Oxfam, 1999).

Apart from Naila Kabeer, USAID (2008) splits out the gender aware policies into *exploitative, accommodative and transformative* groups. Whereas *Exploitative policies*

reinforces or takes advantage of gender inequalities and stereotypes, the *accommodating policies* work around existing gender differences and inequalities. Unlike the exploitative and accommodative policies, *the transformative policies* foster critical examination of gender norms and dynamics, strengthen or create systems that support gender equality, strengthen or create equitable gender norms and dynamics and changes inequitable gender norms and dynamics which corresponds verily to the Kabeer's transformative policy.

In this research, the kabeer's redistributive policies and USAID's transformative policies in relation to gender analysis have been applied *interchangeably* and similarly, that of the *gender neutral* and *exploitative policies* as well as the *gender-specific* and *accommodative policies*. In Bangladesh, due to its historical, geographical, anthropological, religious and cultural norms, the *gender stereotyping, gender inequalities and inequities* are pervasive that necessitates a gender-redistributive/transformative education policy to realize the sustainable development goals and targets by 2030.

3.2.3: Languages of the text and Policy:

Apart from the goals-based classification, the policy can also be divided based on the awareness of the language of the policy into *gender-specific language* or *sexist language* and the g*ender-neutral or gender-inclusive or non-sexist* language, argued Casey Millar and Kate Swift (1980). *Gender-specific* language renders women invisible (Bodine 1975; Hamilton 1988, Martyana 1978), defines women in relation to men (Miller and Swift 1976), and derogates female terms (Schulz 1975) that correlates with the gender-neutral and exploitative policies. The *gender-inclusive* language, on the contrary, create, constitute, promote or distinct between the sexes appropriately and are avoid of biasness (Schwarz, 2003, p.169), that corresponds to the gender transformative or redistributive policy.

3.2.4: Gender Equality in Education in International Documents and Agenda

The men and women, today, are equally treated in respect of rights and dignity in all the international documents but this phenomenon is very recent. In the 17th century the women were no longer entitled as 'sovereign' and 'independent' women, rather as a 'single entity' with the husband due the patriarchal norms and religious tenets which has been changed over times due to the incessant women's rights movement and changes of the concept of individual rights of human being.

The nineteenth amendment of the US constitutions is ratified in 1920 to provide the opportunity of the *adult suffrage* to the women and the *equality of Pay* is introduced in the US constitution even after that, in 1923. The UDHR has been declared in 1948 and the women equality both in dignity and rights been acknowledged globally in UDHR article-1. Furthermore, the preamble of UDHR clearly expresses the affirmation of the nation's faith and announcement in *fundamental equal human rights* of men and women, that underlie the foundation of the modern/post-modern human civilization relieving the millions of women and girls across the globe.

United Nations has been the most authoritative defenders and advocate of the women rights that convenes the international conferences that started in 1975 in Mexico. After having many criticisms regarding the achievements, two world conferences, for example, the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979 and the Beijing conference,1995 passed unanimously a *seminal decision* regarding the women's equal rights.

Specially, the Beijing conferences is regarded as the visionary agenda for the empowerment of women and 'the most comprehensive' global policy framework and 'blueprint' for action and till today the document is a current source of guidance and inspiration to realize the gender equality and human rights of women and girls everywhere. Out of the 12 critical areas, *education and training of women* is considered to be **the most critical areas** to be addressed for the women where ensuring *equal access to education*, *eradicate illiteracy* among women, improving *women's access to vocational training*, science, and technology and continuing education, developing non-discriminatory education and training, *allocating sufficient resources* for and monitoring the implementation of educational reforms and promote lifelong education and training for girls and women.

Furthermore, the World Declaration on Education for All (EFA) and Framework for Actions to meet basic Learning Needs (1990) is a historical initiative that establishes the rights-based approach of education following the UDHR and sets out a new journey of collective efforts of all nations towards the establishment of the educational rights of the human being without any gender and/or other prejudices or stereotypes. Drawing on the international agenda on education, Subrahmanian (2005) argues that, if the education for all agenda are implemented in any country through proper policy documents, acts and laws, both *gender parity and equality* will be achieved with no doubt.

3.2.5. Gender Equality movements in Bangladesh

The history of *women's contribution* in the service towards humanity in the Bengal region is intertwined to its glorious past, but the modern-form of women movement is traced back only to the first quarter of the twentieth century. Like the global phenomenon, the concept of the *women rights*, their duties and responsibilities in Bangladesh are also *patriarchal* and/or *viriarchal.* Due to the patriarchal notion of the *religious text* and the *cultural belief* of both

Hindu and Muslim communities in the Bengal delta, the women were alienated from the outside activities and always engaged in the inside domestic jobs. The development of the women's rights 'discourse and activism' (Nazneen *et al*, 2018, p.114) in the region, now Bangladesh, can be divided into three distinct phases, *the British era, the Pakistan era and the Bangladesh era*.

During the British rule, Nawab *Begum Faizunnesa* Chowdhurani (1834-1903), the then mistress of a landlord, is the first Muslim women who devoted herself in person and donated all assets for the educational welfare of the poorest and the disadvantaged women. Following her, *Rokeya Sakhawat* (1880-1932) is deemed to be the *first feminist women* of the 'Bangladesh' (the then Bengal Province of Indian subcontinent under the British) in the twentieth century. Rokeya struggled for the women's education, autonomy, economic independence, and equal rights. She struggled for the women's *equal rights* through her prolific writings, for instance, Sultana's Dream (1905), and exemplary *educational activism* by her own founded Sakhawat Memorial Girls' High School in 1909 (Jahan 2018, p.101).

In the Pakistan period, the mass migration of the Muslims from different parts of the then India into Bangladesh (the then East Pakistan) demanded the social service activities from both men and women, and that time educated women engaged themselves in the relief work and rehabilitation of the migrants and refugee women and children. The first larger scale women organisation in the then Pakistan, subsuming the East and the west, was All Pakistan Women's Association *(APWA*) that raised their voice collectively for the reform of the Muslim family law (with a greater help of the central government).

Bangladesh become independent from the Pakistan after a nine-months long bloodshed and violent liberation war in 1971. In 1970s, *East Pakistan Mohila Sangram Parishad* was formed by the coalition of the left-leaning student's organisations, women wing of the left parties and the women organisation of the Bangladesh Awami League and collectively played a key role in the agitation movement against the military ruler, for the democratic elections, the release of the political leaders and economic, cultural and political rights of the Bengal. The activism of those women gradually converted into the women's rights movement including gender equality, violence against women, dowry system, fatwa killing, equal wage, and women's safety and security (Nazneen 2017, p.3)

After the successful independence, the government took initiatives to help the oppressed women and children forming a *'Nari Punorbashaon Board'*, now rebranded into National Women Organisation (*Mohila Sangram Parishad*) that lost its footing and become weak and feeble, since it has had no any institutional basis. In this backdrop, the women rights organisation comes into the forefront as independent and institutional movement. *Bangladesh Mohila Parishad* was the first of its kind and its activities had been in line with the international women rights movement. The 1970s and 80s was the bedrock for the formation of the mainstream women's rights movement and has been a home for tens of women rights organisations spanning from the garments workers to university professionals, female students to business professionals, housewife to the oppressed women. The goals and objectives of these women rights organisation are varied as well. Some work for the oppressed women, some for the equal education opportunity, against acid violence, safety and security, others work to ensure the livelihoods, to equal wage and secure working environment (Jahan 2018, p.100; Nazneen 2017, p.7).

3.2.6 NGOs initiatives and the GEE in Bangladesh:

Besides the formal women rights organisation, BRAC-Bangladesh Rural Advancement Committee, Grameen Bank, Proshika, Gonosasthya Kendro and other multifunctional non-government organisations (NGOs) have greatly contributed to the *women lives and livelihoods*. Due to these collective efforts, Bangladesh is now *a model for the women empowerment* among the third world countries. Specially, two NGOs, for instances; **BRAC**- established by Fazle H. Abed- now a multinational NGO operating in several other countries to help the women through the microcredit, education and health sector programs; and **Grameen Bank**- being established by Mohammad Younus- is the largest nationwide NGO and like the Brac, has contributed much in poverty eradication and women empowerment. This micro-credit approach has been globally recognised, subsequently, as a recognition of the Grameen Bank and Younus, the Nobel Peace Prize in 2006 was awarded for their *'efforts to create economic and social development from the below'* (Norwegian Nobel Committee 2006). Based on the working experiences with the rural women, Yunus (2010) developed the *Social Business theory model* that targets the poorer, disadvantaged community including the children and the women

3.2.7 Challenges in the Education in Bangladesh:

Bangladesh has got the women leadership in both the government and the opposition political party for last four decades which causes some great achievements in women's education, for example, Bangladesh is the first country in the *third world* that substantially eradicates the *gender-gap* and achieved the *gender-parity* in primary and secondary levels (Ahmed, 2007, p.2) and bagged the MDG award in 2010 for achieving gender parity and reducing child mortality. On the opposite, the women representation is, still, only 25% in local government, 18-25% in national parliament (Nazneen 2017). In addition to that, the *traditional or denotative* meaning of the religious text of Islam – that has a far difference with its *real*

connotative meaning- is prevalent in the Bangladeshi community and this denotative exposition is as *represented as patriarchal*, poses a great threat on women's equal-rights including the GEE.

So, all these challenges now exist, can be categorized into two-prongs: one being *religious*- reshaping the traditional religious beliefs of women's rights; and the other being *social-economic-cultural* - the lack of women's technical and vocational education and employment opportunity which discourages higher education and encourages the *child marriage*- providing the parents a sense of security and honor, that virtually, keeps encircling the patriarchal system. Thus, these two problems, need to be *interacted, refined and compromised* with each other, at first.

3.2.8 Knowledge Gaps

The public policy- not the private policies- are mostly of three types, argued Lowi (1972, p.299): distributive, regulatory and redistributive policies, whereas, Hill (1981, p.207) classified the public policies into four types: Entrepreneurial, social control, welfare service and control over economic activities policies. In addition, regarding the implementation and its output and outcome, Barrett and Hill (1984, p.238), argued that, the *policy implementation* not merely depends on the *'policy content'* but also *'policy context'* as well as, on the *substantive issues* and the *structural issues*. So, *analysis of the public policy is fundamental to evaluation*, which is argued by Hargrove (1983, p.280) as, *'policy evaluation without analysis is incomplete'*. So, the analysis of the NEP in this study is crucial for evaluating prospective impact on achieving GEE, as the relationship between the *policy intentions* and *policy outcomes* is complicated (Barrett and Hill, 1984, p.238). Even though, some extensive research

on the NEP by Nath and Chowdhury (2017) and Manzoor (2007) has been accomplished, the *NEP-Analysis from gender-awareness perspectives* is, still, overlooked, that makes this research of paramount significance.

3.3.1. Framework Development for NEP Analysis

3.3.1.1 Introduction:

In qualitative research, 'framework' though not a purely mechanical process and does not provide the 'fool proof recipe with guaranteed outcome', is very crucial for the data analysis and looking into the results. Nonetheless, the framework analysis is disciplined as well as systematic and depends on the conceptual ability and creativity of the analysist which requires some consecutive steps: familiarization, identification of thematic framework, coding, charting, mapping and interpretation (Ritchie, Z. and Spencer, L., (1994), p.177; Braun, V. and Clarke, V., (2013) p. 201). Thus, framework for gender analysis is an intrinsic dimension of policy analysis (UNDP 2016. p.3) and critical step towards achieving the gender equality through gender mainstreaming of the policies, programs and legislations. It provides an 'understanding of the different impact that legislations, cultural practices, policies and programs can have on men and women' (CIDA 2012). As well, gender analysis tends to render the fuller perception of the 'existing gender balance' and to 'assess the way' in which a policy or program will have the impact on women and men. As such, gender analysis using the framework leads the researcher and/or policy makers to seek the right policy interventions through providing a better apprehension of the differences of the men and women's 'activities, conditions, needs, access to and control over resources and benefits, as well as decision-making power (UNESCO, 2005).

3.3.1.2 Gender analysis, Gender analysis in education and Gender Analysis of Education Policy:

Deciphering the subtlety of the terms *gender analysis*, *gender analysis in education (GEE)*, and *gender analysis of the education policy (GAEP)* is a *priori f*or the development of an appropriate stand-alone, and/or composite gender analysis framework(s). These three terms are synonymous but not identical. Having stemmed from the same root- '*gender'*, they differ in their respective connotation and nuances. *Gender Analysis* reveals differences in women's and men's activities, conditions, needs and access to control over resources and benefits, as well as, decision-making power (UNESCO 2005 cited in UNGEI 2014, p. 5), and it is essential for gender mainstreaming (WHO 2011, p.65), whereas, GEE indicates that exploring and understanding the ways in which the socially-defined roles of men and women, mainly based on their sex, are reflected in the educational institutions, environment, in different norms and cultures, curricula, educational policies and in the behaviour of the teachers and other administrators (UNESCO Bangkok 2005, p.1). GEE can be carried out in different stages, levels and in many perspectives of education sectors (UN Women, 2018). As opposed to the overarching gender analysis of GEE, the *GAEP* examines the extent of the gender awareness of the education policy. The interrelationship of the gender analysis, GEE and GEEP is shown in the following figure (figure 5.1):

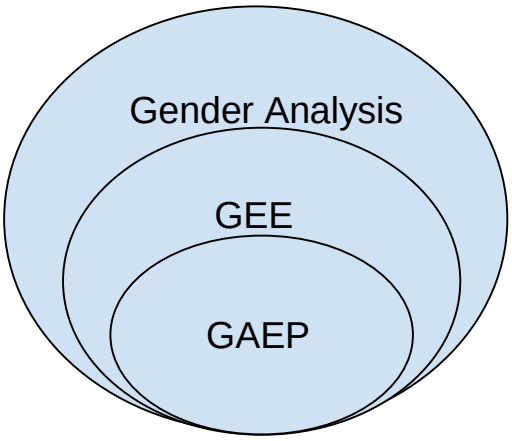

Figure 4.1: The interrelationship of Gender analysis, GEE and GAEP.

3.3.1.3 GEE measure is a *proxy tool* of Gender-awareness analysis of NEP (GAANEP) measurement:

Though, the idea of gender-aware education is messy, complex and sometimes contradictory (Forde 2012, p.373) but the essential tool of gender mainstreaming and thus achieving gender equality (GMR 2018. P.13). In the gender sensitive education 'all students would show respect for differences in others' attitudes, opinions, and behavior attributable to a student's gender, race or socioeconomic status' (Scantlebury et al, 1996 p.273 cited in Forde 2012). The policies in relation to gender awareness, are of four types- *gender blind, gender specific, gender neutral and gender redistributive* (Kabeer, 1999). The *gender-blind* policies, as Kabeer argues, exclude the women and does not consider the gender inequalities that are bias in favor of the existing patriarchal structures, whereas, the *gender redistributive* or *transformative policies* (USAID) policies tend to transform the existing power structure, and to remove the gender inequalities towards a more just society targeting both the men and women. Thus, the transformative policies tend to create a new *power structure* that helps both men and women equitably, not equally; and foster both sex creating a just society that ensures, virtually, the enjoyment of *equal treatment, opportunity and equal outcome.*

All the international education agenda and international conferences on women identified '*education*' as a crucial tool for achieving gender equalities and, hence, aimed to eliminating gender disparities and achieving gender equalities in education (Beijing Declaration 1995; DFA: AFA, 2000, Education agenda 2030, the SDGs, 2015). Furthermore, the 2030 Agenda for Sustainable Development has been targeted to "protect human rights, promote gender equality and empowerment of women and girls" (Paragraph 3, 2030 Agenda

for SD). As well, the DFA: EFA (2000) and the SDG-4 are holistic, overarching and transformative international policy and aim, more specifically, to achieve the *GEE*. *Therefore, this research conceives the measurement of Gender Equality in Education (GEE) as a proxy measure of the Gender-awareness analysis of the NEP (GAANEP).*

3.3.1.4 Level, Stage and Dimension of the Study

In order to understand the existing gender inequalities and to find out the possible solution to overturn the situation, gender analyses are carried out at different levels and different stages. As, the gender-analysis-level ranges from 'policy' level to 'institutional' level and 'community' level; and the gender-analysis-stage ranges from *conception* of a policy/project/program to *the design, implementation and/or post evaluation* stage (UNGEI 2012, pp.8-9). The gender analysis can be forwarded in multiple dimensions, including **the ends** (gender equality outcomes/output across goals and targets) and **the means** (gender responsive processes, policies and programs) (UN Women 2018, p.27). The gender analysis in this study is of '**means dimension**' as this study examines the gender-awareness analysis of the NEP, not the outcome/output of the NEP.

3.3.1.5 Gender Analysis approaches and frameworks

Gender approaches and gender frameworks are different level tools to analyse the prevailing gender scenarios, where, the *approaches* underlie the foundation upon which the gender *frameworks* are built. Gender frameworks provide the policy makers and practitioners a mechanism, that helps analyse the existing gender structure or role of any institution, policy, project and/or program. The gender frameworks are designed to identify, address and monitor the 'the gender needs, and, the roles (leach 2003).

The gender frameworks are categorised into two main groups, *the theoretical frameworks* e.g. Harvard framework, and human rights-based frameworks etc., as well as, the *applied frameworks*, e.g, Subrahmanian matrix indicators, CARE common indicators frameworks (CIF), UNDP's composite frameworks, for example, Gender development Index (GDI) and Gender Inequity Index (GII), SDG matrix etc. Unlike the theoretical frameworks, the applied frameworks are goals, targets and indicators based. As such, the insights of the theoretical frameworks underscored the *bedrock* of the matrix and the composite frameworks. A matrix framework has been developed for the GAANEP, where SDG-4, SDG-5 targets and the IAEG potential complementary indicators provide the foundation of the framework.

3.3.1.6. The NEP Gender Sensitivity Analysis Frameworks

There is no any 'proven strategy' for gender analysis applicable to all settings, and, therefore, it is paramount that the organization or the government performing gender analysis, first fixes its objectives in order to find the approach that will best meets its need'(UNGEI 2012,p.9). For gender-awareness analysis of any project's **outcome (ends)** or any policy/act/regulation **(means)** in education, either *human rights based three-prong approach* (Subrahmanian 2005) or the international organisation developed *matrix frameworks* are commonly used.

Measuring the gender-awareness analysis of *any policy* differs from that of the development sector projects, programs, or the education sector. Although, the *SDG indicators or CARE Common Indicator Framework (CIF)* are successfully used for the *GEE analysis* against any measurement of the *output, outcome or the existing gender inequalities of a society*; these indicators can no longer be set against the education policy. For, *the SDG-4 and SDG-5 targets***,** not the indicators**,** along with the *IAEG's potential indicators have been used* in this study, as a measuring tool. From these three entities, a total of 35 final codes/codons (table

5.1) have been derived for the document analysis; and the policy document has been checked and rechecked using the back and forth movement against these 35 codes. In this study, the education policy has been studied multiple times both manually and digitally (NVivo). The findings of the analysis are discussed in the following chapter.

….

Chapter Four
Findings, Presentation and Analysis

5.1 Gender Equality in Education (GEE) evaluation

For the GEE analysis of the NEP, a total of 10 targets of SDG-4, 8 targets of SDG-5 and 22 potential indicators were taken as the reference indicators, from which a total of 35 open codes were developed (following *Strauss and Corbin*, 1990). As the analysis goes on, from 35 *open codes* a total of 28 *axial codes* and then 24 *selective codes* were finalised to use them as the measuring tool. Since, the *thematic analysis* approach was harnessed for this document analysis, both the 35 open codes and 24 selective codes were played to get the more rigorous picture of this analysis. The findings of the manual document analysis of the using the 35 codes are presented in the table 5.1.

5.2 Findings of the Research

The results obtained from the manual document analysis using the 35 codes against the NEP are presented in the following table:

Table 5.1 : NEP document analysis results using the codes as filtering tool.

	Codes extracted from the SDG-4, SDG-5 and Potential Indicators		**Addressed**		**Not addressed**
	Sl	**Open/Initial/ Sub themes Codes**	**Explicitly**	**Implicitly**	
SDG-4: Ensure inclusive and equitable	1	Free, equitable, quality, primary and secondary education, boys and girls	yes		
	2	Early childhood development and	yes		

Quality education and Promote lifelong learning opportunities for all (10 Targets, 13 Indicators)	3	Universal pre-primary education	yes		
	4	Equal access to technical/vocational and higher education	yes		
	5	Skill dev for employment, decent jobs and entrepreneurship	yes		
	6	Gender disparity eliminate at all levels	yes		
	7	youth literacy and numeracy for all learners	yes		
	8	Learner's knowledge about human rights, gender equality, culture of peace, non-violence and global citizenship, cultural diversity	yes		
	9	Gender sensitive, safe, non-violent, inclusive and effective learning environments for all	yes		
	10	Foreign Scholarships management	yes		
	11	Quality assurance by international training and foreign education	yes		
SDG-5: Achieve Gender	12	No discrimination anywhere against women and girls	yes	yes	

Equality and Empower all women and Girls	13	No violence against women and girls in public or private spaces	yes		
	14	No early marriage; forced marriage and genital mutilation	yes		
	15	Equitable participation of women in all management at at schools, colleges and universities	yes		
	16	Sexual and reproductive health and reproductive rights in education	yes		
	17	Women's equal rights to resources, ownership, control overall land and others natural property in education			Not Addressed
	18	Enhance girls access to science, Information technology education	yes		
	19	Sound policies and enforceable legislation for gender equality and women and girls' empowerment	yes		
Six Domains 3.3.2. Analysis Framework-2:	20	Gender parity in enrolment, transition and completion rate	yes		
	21	Gender Norms learning; sexual and reproductive health education	yes	yes	

The Potential domain and Indicators	22	Gender equality outside educational laws including the constitution	yes		
	23	Follow the CEDAW declaration	yes	yes	
	24	Gender equality in the all social phenomena and institution		yes	
	25	Gender sensitive laws and policies in education systems	yes		
	26	National education policy follow gender equality	yes		
	27	Gender parity in school management.			Not Addressed
	28	Gender parity in no. of teacher graduates.	yes		
	29	Gender parity in teacher employment	yes		
	30	Gender parity in teacher pay		yes	
	31	Gender parity in single sex toilets		yes	
	32	scholarships, stipends and cash transfers for the poor girls	yes		
	33	Gender sensitivity training for teachers.		yes	
	34	Gender sensitivity learning for students		yes	

	35	Gender sensitive topics in the curricula.	yes		
Total	**35**		**28**	**5**	**2**

5.3 Presentation of findings

5.3.1 Addressing the Codes

The thematic NEP analysis against the open codes shows that, NEP addresses 33 codes (94%) thematically, but no longer addresses only 2 codes (6%). Furthermore, taking both the *'manifest content' (explicitly addressed)* and *'latent content' (implicitly addressed)* into accounts, the table shows that, NEP addresses 28 codes explicitly (80% of total) and 5 codes implicitly (14% of total), shown in the following pie chart:

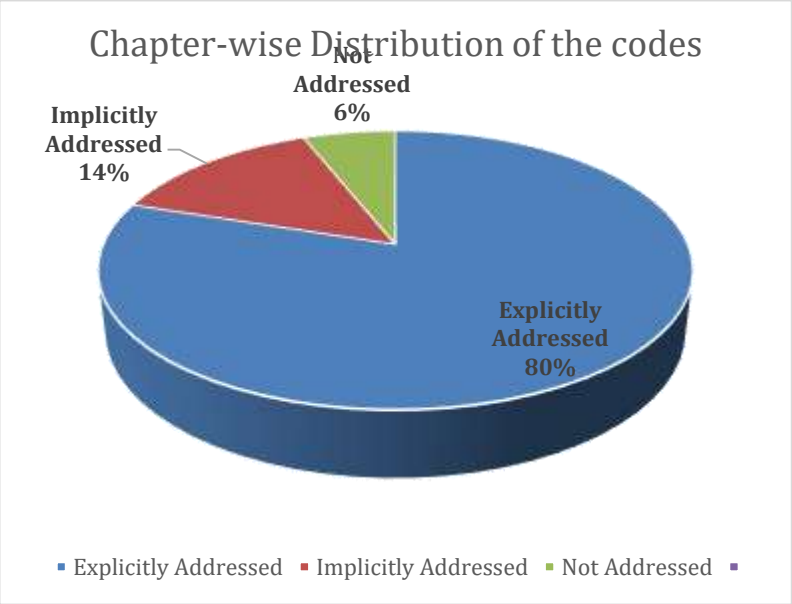

Figure 5.1: The pie chart showing the result of the thematic document analysis using 35 open codes.

5.3.2 Triangulation:

5.3.2.1 Chapter-based spread of the codes:

Though the manual open codes-based thematic analysis of the NEP manifests the compliance of the 94% of the codes, but, chapter-based document analysis evinces uneven pictures, where most of the codes are seen to be aggregated in a few chapters of the NEP. The NEP comprises 28 chapters, whereas, 33 codes crowded only within the 10 chapters, (36%) leaving the rest 18 chapters (64%) without any specific emphasis on the gender balance or removal of the existing gender inequalities. Further, of the 10 chapters, only *five* chapters (18%) are found to be addressed gender balance duly from the SDG gender lens, but, other *five* chapters (18%) are addressed very poorly, just referring to the gender-parity or gender equity perspectives.

Table 5.2: The chapter-based gender sensitivity of the NEP

Group	Gender sensitivity	Chapter	Percentage
Group A	Gender sensitive appositely	5	18%
Group B	Gender Sensitive partially	5	18%
Group C	Gender-Neutral or Gender Blind chapters	18	64%

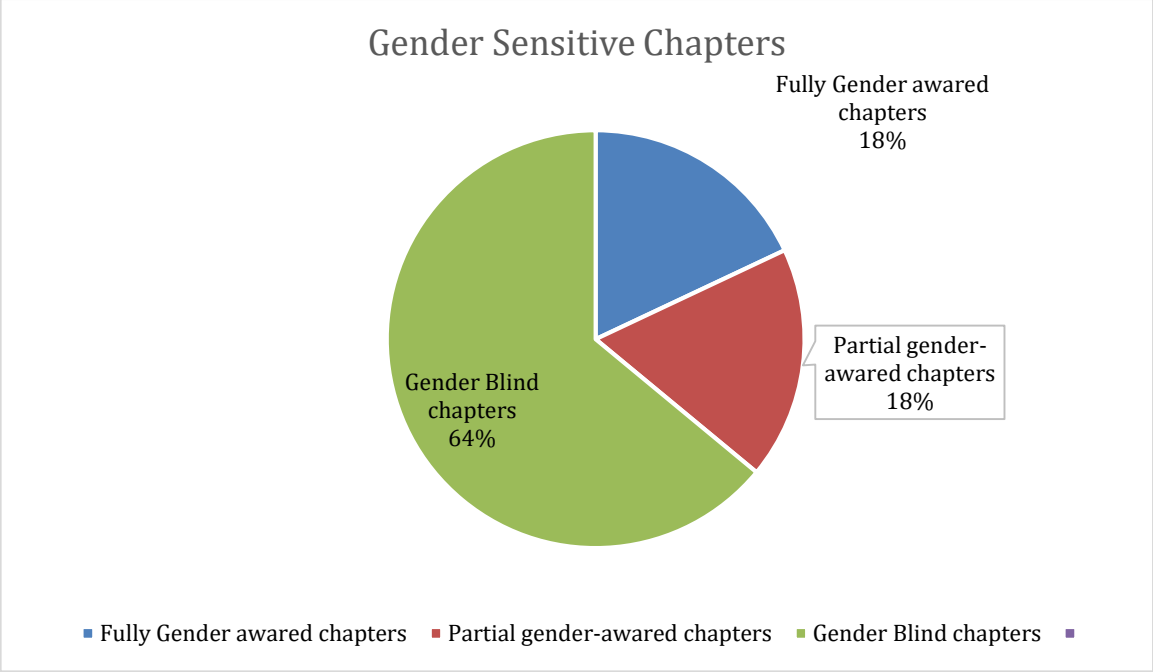

Figure 5.2: The pie-chart shows the chapter-based gender sensitivity.

5.3.2.2 Over aggregation of the codes in Chapter-16: Women's Education

A further verbatim document analysis (word by word; manually) shows that, out of the 10 gender-aware chapters, 22 out of 33 codes (67%) are demonstrated to be amassed only in the *chapter 16: Women's Education*, and while that of only 11 out of 33 (33%) are summed up in the rest 9 chapters. Very few of the codes are found to be overlapping.

Table 5.3: The spread of the codes within the gender-addressed chapters.

Chapter 16	22/33	67%
Chapter 2	2/33	6%
Chapter 1	3/33	9%
Others	6/33	18%

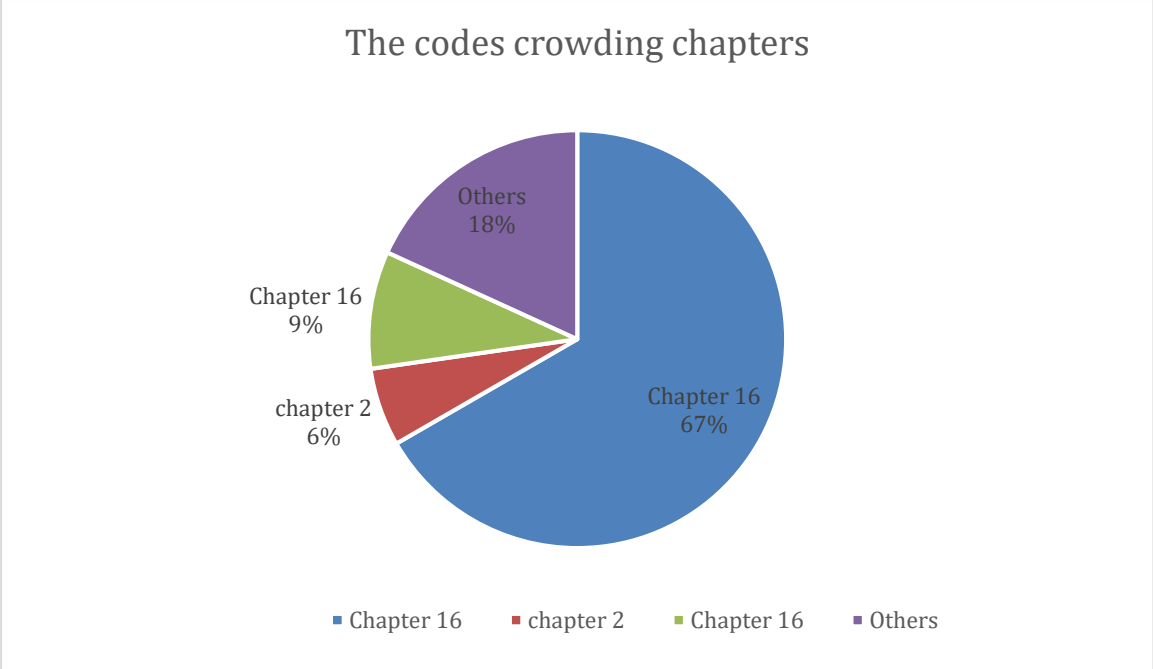

Figure 5.3: Bar chart shows the aggregation of the codes in the chapter 16 only.

5.3.2.3: Analysis of the National Education Commission committee members

The disproportionate aggregation of the codes in different chapters kept us thinking further from the NEP text analysis to the analysis of the National Education Commission Committee 2010, because, the proportion of female members of the committee and the numbers of female members in the leading management play a significant role in the assurance of the gender awareness of any policy (INSTRAW, 2012, p.17). Besides, equal numbers of men and women both in the committee and in the leading management, are suggested to be included in the committee (ibid, p.18). The analysis of the committee demonstrates another disparity of the male and female members, both in terms of their numbers and that of the leading post held by the women in the committee. The committee was consisted of 18 members, out of which only 04 were females.

Table 5.4: The ratio of the male-female ratio of the committee

Male member of the Commission	14/18	78%
Female member of the commission	4/18	22%

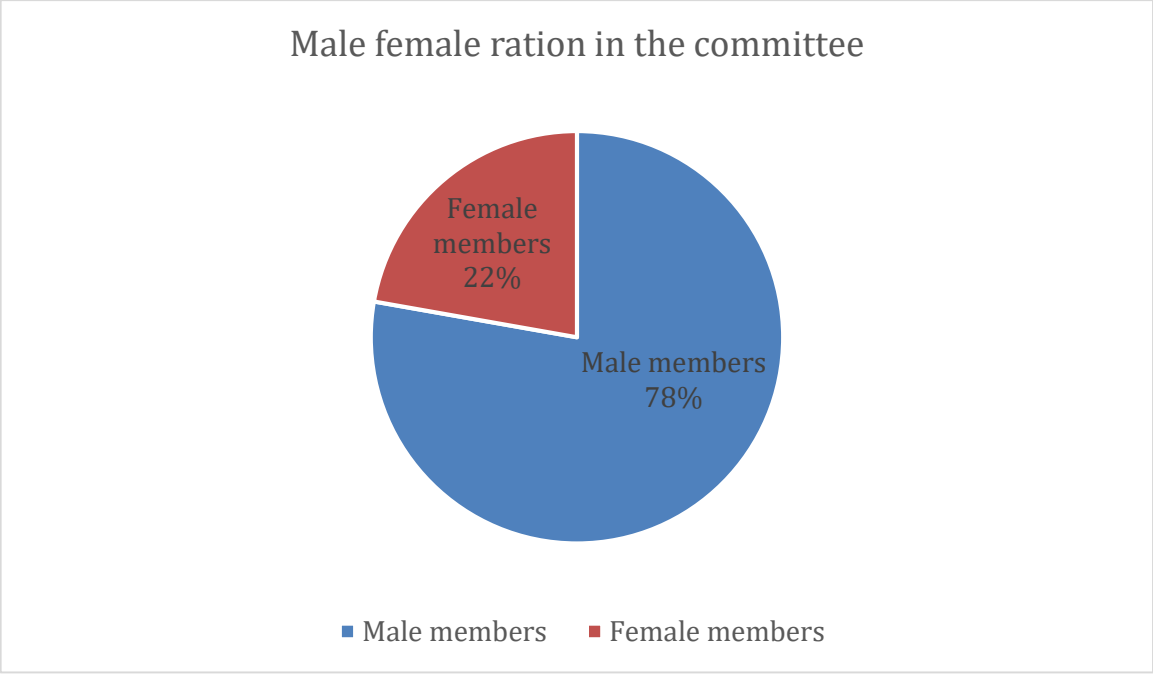

Figure 5.4: Pie-chart showing the male: female ratio of the committee.

5.3.2.4 Analysis of the male: female ratio in the leading post:

As the sex analysis of the leading-post held by female members reveals that, the gender imbalances are more acute in this respect, and manifested that, out of the three majors leading post, *Chairman* of the commission, *Co-chairman*, and the *Member-secretary*, all are male, and, even, none of the female were designated as the deputy of those leading post.

Table 5.5: The male female ratio in the leading post of the committee

Post	Designated members
Chairman	Male
Co-Chairman	Male
Member secretary	Male

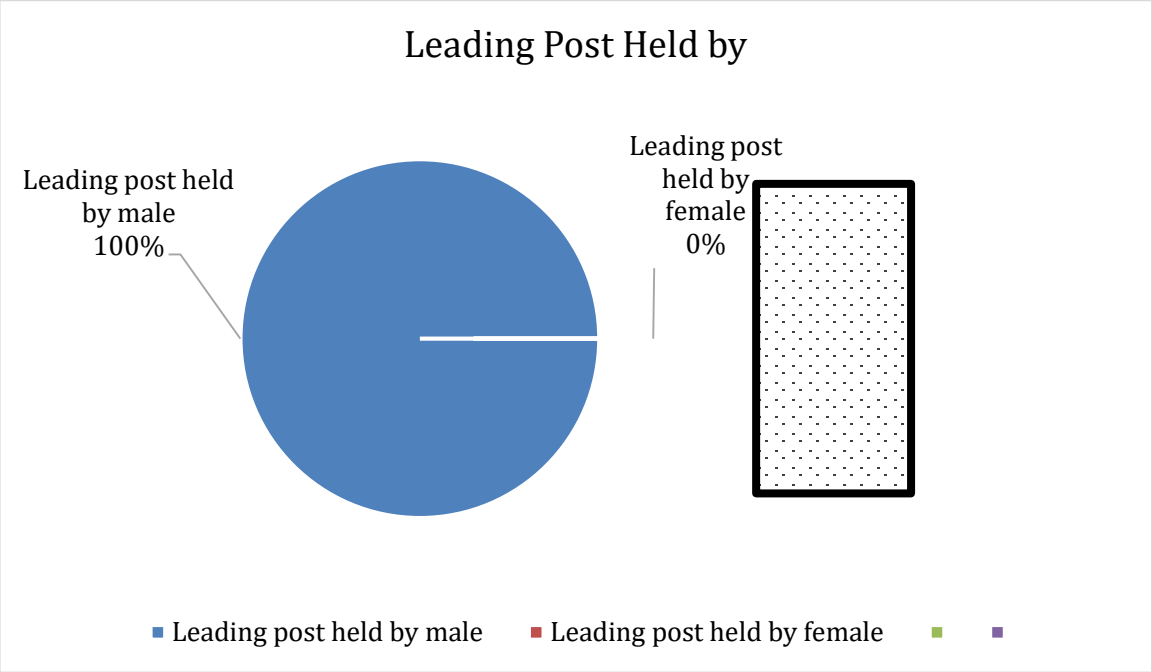
Leading Post Held by
Leading post held by male 100%
Leading post held by female 0%
Leading post held by male
Leading post held by female

Figure 5.5: The acute imbalance in the male: female ratio in the leading post.

5.3.2.5 Analysis of the academic background of the members

The academic background analysis of the members, using the university/concerned organisational websites, revealed that, out of the 18 members, 14 were professors, 1 Barrister, 2 Additional Secretary (Rtd), one Religious College Principal. Further study shows that, out the 18 members, the only four female members (22%) have academic publication and engagement with the women rights organisation. None of the male members, though active in the different women's rights-based movements as frequent guest speakers and discussants,

nevertheless, they had neither any direct engagement of the women rights movement nor the academic publication on the gender issues.

Table 5.6: Academic background of the members.

Male member-14	No gender-related academic studies or publication.
Female member-4	Three have academic publications, and all four members are, in any way involved with the women rights movements.
Professors	13; male-9, female-3; None but the female professors have any academic publication on gender issues.
Barrister	1; Female, No publication but associated with Non-government organisation.
Additional Secretary (retd)	2; Male; No academic background with the Gender studies.
Director	2; male; No academic background with the Gender studies.

5.3.3: Presentation of the CAQDAS (Computer Assisted Qualitative Data Analysis Software) Analysis

The CAQDAS, for instance, the NVivo, analysis provide some important insights that help us to compare the results with the manual analysis findings. The NVivo programs was used to see the most frequency words and its word clouds as well as the code-borne word frequency (the most frequent codes derived from the references SDG-4, SDG-5 targets and IAEG indicators) and its words tree.

5.3.3.1: The most frequent words vs the Codes-borne head word frequency

The NVivo analysis for the most frequent words as well as the frequency of the codes-borne head-word are presented in the table 5.7. The NVivo analysis for the most frequent words demonstrated that the 10 most frequent words do not include any sexism/gender-related words, e.g. boys, girls, male, female, gender and/or sex. These words were found least frequent in relation to the first 10 frequent words. The NVivo was run for after selecting the **'words for synonyms'**. The most frequent words and sex-related words which were found from the codes as a single head-words are presented in the table along with their words tree:

Table 5.7: The most frequent word vs the codes-borne head words

Sl	Most Frequent Words	Frequency	Code-borne Head word	Frequency
1	Education	1125	Gender	7
2	National	382	Women/Female	34
3	Level	273	Equality/equity/ equal Access	**131**
4	Teachers		Girls	17
5	Studies	397	Management	99
6	Institutions	304	Sex	7
7	Students	183	Education	1284
8	University	211	Scholarships	52
9	Governance	313	Curriculum	155
10	Primary	**160**	Parity	1

Figure 5.7: The Word clouds form the most-frequent-words by word frequency

From the table, it is found that, code-borne head words were less than their respective first 10 most frequent words. However, the word *'education'* is most frequent (1284 times) of the Codes-borne head word, but *the* ***word-tree*** *analysis* for *education* exhibits that, the word education is used in most of the cases without any relation to the gender or putting any importance onto the women's educational rights and opportunity.

5.3.3.2: The Codes-borne head word frequency and their word-tree

The most gender-sensitive words of the 10 single-head words (table 5.7) derived from the codes were gender, sex, curriculum, and training. The *text search analysis* in NVivo reveals that, word frequency for both gender and sex is 7 with *broad context and synonymous* words, whereas, it is only 3 with *stemmed or exact matching* words. Additionally, it is (gender/sex) is

dispersed only in the three chapters, and out of 7, 4 times it is found in the only Chapter 16: Women's Education. On the other side, the word girl is found 17 times and that of women/female is found 34 times. The word tree of girls and female shows (figure 5.9-5.11) the meagre disperse of these words in the in the NEP document.

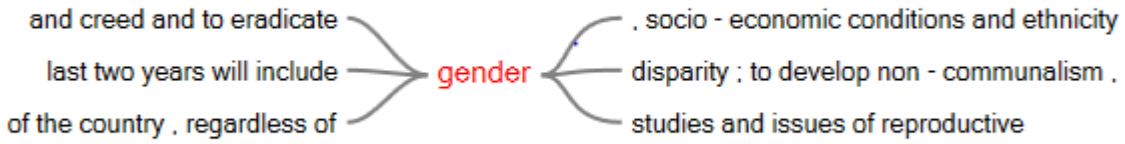
and creed and to eradicate
last two years will include
of the country , regardless of
gender
, socio - economic conditions and ethnicity
disparity ; to develop non - communalism ,
studies and issues of reproductive

Figure 5.8: The word tree of Gender/sex with exact/stemmed words by text search

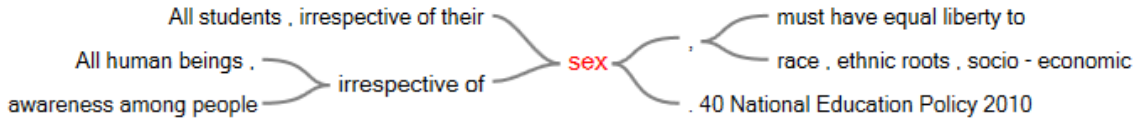
All students , irrespective of their
All human beings ,
awareness among people
irrespective of
sex
,
must have equal liberty to
race , ethnic roots , socio - economic
. 40 National Education Policy 2010

Figure 5.9: The word tree of Gender/sex with synonymous words by text search.

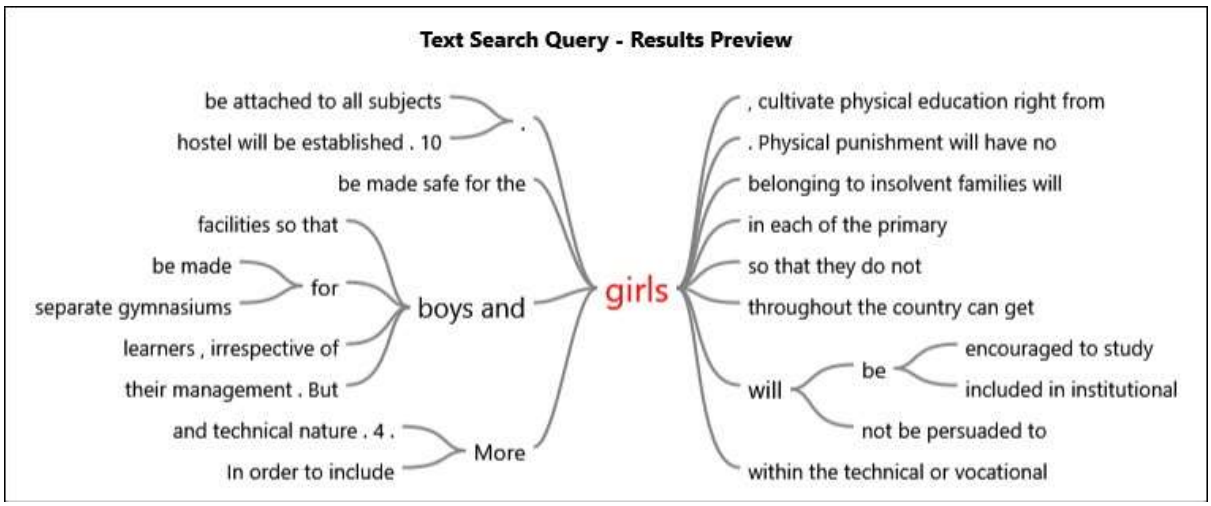

Figure 5.10: The word tree of girls with synonymous words by text search.

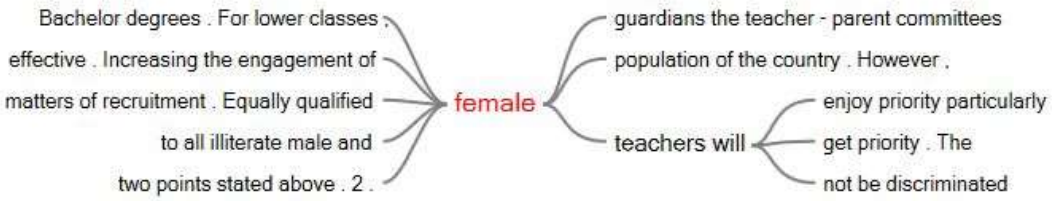
Bachelor degrees . For lower classes ;
effective . Increasing the engagement of
matters of recruitment . Equally qualified
to all illiterate male and
two points stated above . 2 .
female
guardians the teacher - parent committees
population of the country . However ,
teachers will
enjoy priority particularly
get priority . The
not be discriminated

Figure 5.11: The word tree of female with synonymous words by text search.

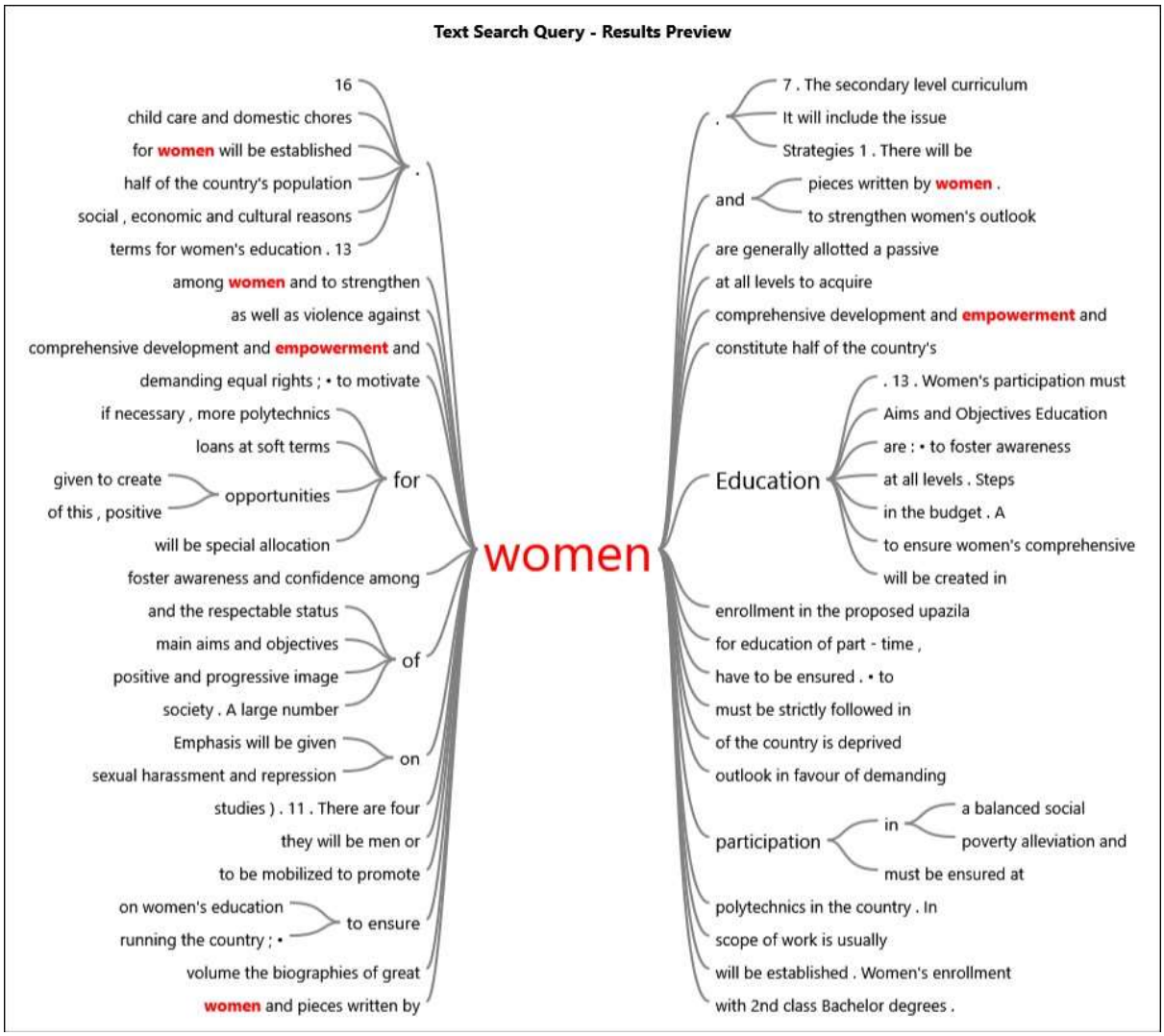
Text Search Query - Results Preview
16
child care and domestic chores
for women will be established
half of the country's population
social , economic and cultural reasons
terms for women's education . 13
among women and to strengthen
as well as violence against
comprehensive development and empowerment and
demanding equal rights ; • to motivate
if necessary , more polytechnics
loans at soft terms
given to create
of this , positive
opportunities
for
will be special allocation
foster awareness and confidence among
and the respectable status
main aims and objectives
positive and progressive image
society . A large number
of
Emphasis will be given
sexual harassment and repression
on
studies) . 11 . There are four
they will be men or
to be mobilized to promote
on women's education
running the country ; •
to ensure
volume the biographies of great
women and pieces written by
women
7 . The secondary level curriculum
It will include the issue
Strategies 1 . There will be
pieces written by women .
and
to strengthen women's outlook
are generally allotted a passive
at all levels to acquire
comprehensive development and empowerment and
constitute half of the country's
. 13 . Women's participation must
Aims and Objectives Education
are : • to foster awareness
Education
at all levels . Steps
in the budget . A
to ensure women's comprehensive
will be created in
enrollment in the proposed upazila
for education of part - time ,
have to be ensured . • to
must be strictly followed in
of the country is deprived
outlook in favour of demanding
a balanced social
in
poverty alleviation and
participation
must be ensured at
polytechnics in the country . In
scope of work is usually
will be established . Women's enrollment
with 2nd class Bachelor degrees .

Figure 5.12: The word tree of women with synonymous words by text search.

5.4.3. Analysis and Interpretation of the Findings

The overall or macro level study findings in this research- NEP, in general, comply the essential characteristics of GEE- is confronted by the further micro level studies.

In this study, a total of 35 codes had been derived, where, the NEP complies 33 codes, which comprises 94%. Out of the 33 codes, 28 (80%) codes are found to be addressed *explicitly* that and that of 5 (14%) are *implicitly*. The further micro-level study, for instances, the chapter-wise distribution of codons, of the policy shows that, the gender-sensitive codes are dispersed disproportionately. Out of the total 28 chapters in the NEP, the maximum codes are found to be amassed only in *five* chapters, thus making the *one-third* chapters *gender aware* and leaving about *two-thirds* chapters *gender-blind*. Furthermore, out of the *33-codes (out of 35)* that have been addressed in the NEP, more than the *three-fifth* of the codes are crowded in chapter-16: Women's Education only. These uneven distributions of the codes amongst the chapters manifest some remarkable *controversy* on the *gender-based evaluation* of the NEP.

Moreover, the cross-examination of the unequal distribution of the codes have been reinforced by the additional studies of the *substantive representation* of women, for example, male-female ratio in the NEP committee, and that of the leading-posts. The findings reveal that, about *three-fourths* of the members are male and none of the *three leading* posts are held by the women which is *staunchly opposite* to the recommendation of gender mainstreaming- with some contested concept, a process of the revision of the key concepts to grasp a more gendered world (Walby,200, p.2), that, half of the committee members should be female to ensure the incorporation of the gender-equality features in any public policy. Moving on, Celis and Childs (2012, pp.1-2) argued that, the women's merely *descriptive representation*- numerical representation based on the sex and not consider what they are saying- is not enough; rather

the *substantive representation*- that goes 'beyond number' and considers what they are saying for the women- *matters*. Similarly, United Nations (2005, p.25) Expert Group Meeting (EGM) on '*Equal participation of women and men in Decision-making processes, with particular emphasis on political participation and leadership*' recommended that, *'*Government should seek to achieve *gender-parity in all decision-making processes […]*' since, equal participation of *substantive women representation* in decision-making, with fewer exceptions, intends to augment the likelihood of gender-equality characteristics of any policy for example, gender-aware French parity constitutional amendment on equal representation of men and women; and that of post-apartheid constitutional draft in South Africa, where the women's substantive representation had been ensured.

In addition, analysis of the *academic background* of the committee members re-expresses the disproportionate features. The analysis finds that, except the *four female* members, none of the male committee members has any publication on gender which validate that, male-female participation ratio did not comply the *substantive representation* of the women. As women are the heterogenous group- not all women are necessarily gender conscious, nor are they all feminist- (Celis and Childs, 2011. p.214), the representation of the women having '*feminist accent'* such as abortion or domestic violence and who do not subjectively define the women's issues associated with *traditional role alone*, e.g. child care and the family, *is crucial* (Dovi, 2002, p.735) which could not have been analysed in this study.

The CAQDAS, e.g. NVivo, analyses justify the above asymmetric manual document findings. The *NVivo word-frequency analysis* manifests that the most 10 frequent words found, setting the *exact* match or *stemmed* and/or *synonymous* words, are not the gender-sensitive or gender aware sexist words, rather the most frequent words are different words (table 5.7).

Following the *constant comparative methods* (Glaser and Strauss, 1967 cited in Bowen 2009), the *text analysis for the gender specific words* were observed to be *less frequent* (table 5.7). Similarly, the *word clouds analysis,* of the most frequent words (fig 5.7) and the *word tree analysis* of the *gender-specific* words, for example, gender, sex, girls, female, and women (fig 5.8-fig 5.12) evinces that, these gender-aware words are not evenly distributed in all chapters of the NEP, rather, they are unsymmetrically aggregated within the few chapters only. All these findings, in fact, corroborated the manual document analyses findings- the asymmetry of the NEP.

This uneven distribution of the *codes* in the chapters might have some negative impacts on the principal foundations of the gender equality, for instances, the *equality of opportunity*, *equality of treatment* and *equality of outcome* which subsequently, must have affected the achievement of the gender equality in education. And, this might, eventually, *invalidate* the possibility of employing its *transformative* role, and, transforming the existing *power-structure*, subsequently forming a new power-structure that assist both men and women equitably and foster towards creating a just society.

These erratic finding of the study is not sufficient enough to make any conclusive evaluation about the role of the NEP, since 'the meaning of a policy cannot be known until it is worked out in practice at the street-level, argued Hargrove (1974) cited in Weatherley and Lipsky (1977, p.173), as the street level bureaucrats- government employees who interact directly with the citizens in the course of their jobs and have substantial discretion of their jobs (Lipsky 1969, p.1)- are found to be aggregate, constraint and distort the implementation of the education level reforms (Weatherley and Lipsky 1977, p.171), which has been criticised by Evans (2010, 368) on the point that, Lipsky give insufficient attention on the role of

professionalism in his analysis that has impacted his drawn relationships between the front line managers and workers and the nature of discretion.

This asymmetric finding of the study necessitates further in-depth study to make a concrete conclusion regarding the gender-awareness of the NEP. Specially, the *outcome study* (ends analysis) of the NEP in Bangladesh and/or the in-depth interview of the NEP committee members and/or of the development practitioners from leading women rights organisations in Bangladesh can *highlight some in-depth insights* regarding the gender-sensitivity of the National Educational Policy 2010 of Bangladesh, and thus provide the sufficient information to justify the gender-awareness evaluation of the NEP painstakingly, which is beyond the domain of this study within such limited times and other concerning constraints.

….

Chapter Five
Conclusion

This chapter highlights the summary and analyses of findings covering the answer of the research question. As well, the suggestions and recommendations are made for further research based on the practical experiences of this study.

6.1. The summary of the research findings

Following the literature review, the study comes up with idea that, the *Gender Analysis* (GA) and Gender Equality in Education (GEE) analysis are, even though, *complementary terms*, but effective in *two different levels*. GEE analysis explicates the *gender-structure* of the education sector in opposite to the Gender Analysis that elucidates gender-structure of the whole community including the GEE. Moving forward, this study looks into the GEE analysis as a *proxy-evaluation* tool of the *Gender* Awareness Analysis of the National Educational Policy (GAANEP).

As well, the literature review illustrates that, the *gender analysis frameworks*, for example, the Harvard, Moser Frameworks, were adapted to meet the requirements of the gender analysis in education (Leach 2005). Social and political scientists, specially the feminists, draws on these gender analysis frameworks and its adapted frameworks for education sector analysis for their extensive research on Gender. From these research findings, the international agenda/conferences e.g., MDGs, and SDGs have developed *matrix-indicators* for the evaluation of the existing *gender-structure* and measuring the *expected-change* after any interventions. Among those matrix indicators, the Subrahmanian (2005) indicators of GEE based on the three-dimensional approach of human rights in education (Wilson 2003), the DFA: EFA (2000), and finally, the *SDGs indicators* constitute the basic matrix-frameworks for evaluating the gender-sensitivity of any educational policy, or projects/programs.

Out of the 17 goals of the Agenda 2030 for sustainable development, the SDG-4 and SDG-5 together holds the required sections for achieving the GEE. A recent in-depth study by the IAEG on SDGs, identified 22 more indicators that are crucial to evaluate the existing power-structure of the society and track the SDG-4 achievement. Henceforth, SDG-4, SDG-5 *prescribed targets* and the IAEG newly identified *22 indicators* were taken into consideration for ***creating the 35 codes*** (table-5.1) that have been used as the evaluation tools/scale against the NEP.

The *'document analysis approach'* has been employed as a methodology in this research. To operationalize the document analysis, the developed 35 codes had been used both manually and with CAQDAS, e.g., NVivo. The manual analysis found the following result:

- ✓ The NEP, in general, satisfies the gender-specific codes and thus meets the criteria of the gender equality in education (GEE); But, further micro-analysis of the NEP, for example, the *chapter-based analysis* reveals the great caveat: the only *one-fifth* chapters complies the codes explicitly (full gender-aware) and that of *one-fifth* implicitly (partial gender-aware) leaving the *three-fifth*s chapter gender-blind.

- ✓ A more intensive *verbatim analysis* explores that, 25 codes (out of total 35) aggregated only in a single chapter: *Women's Education, and* the rest 10 *codes* in the rest nine chapters *whereas* rest 18 chapters do not address any codes. In addition, further study explores that, only two chapters, *Aims and Objectives* and *Women's education* address the gender issues properly in NEP texts. The rest of the chapters address the gender issues with very limited texts references or not at all.

These manual *disproportionate findings* are reinforced by the NAQDAS, e.g. NVivo, as well and made our evaluation *recondite and abstract*. The additional investigations, even though there is no guarantee at all times, **for *substantive representation*** -representing women's issues, interests, needs and wants instead of numerical representation (Childs et al., 2010, p.196) by *the male: female* ratio of the *NEP committee members*, and that of the of the *leading-positions held*, as well as the *academic background* of the committee members in relation to gender-related publication, have, once more, buttress the unevenly addressed previous evaluation results.

6.2 Further Considerations

The findings, perceived by both manual and NVivo analyses, are *asymmetric and skewed*, both from the macro and micro perspectives. As well, study corroborates that, the deeper the analyses, the greater the discrepancies in the NEP. Standing on such asymmetric findings, substantiating any conclusive evaluation on the gender-awareness of national education policy based on the *outcome* is, really, *insensible*, as, there is crucial (missing!) link in between the *public policy* and the *implementation* (Hargrove 1975; Weatherly 1979 cited in Hupe and Hill 2007, p.280), that largely depends on the *street-level bureaucrats* (Lipsky 1969)

There are multiple stages, levels, dimensions, as well as, reasons of such study that may cause to fail any public policy, even though, the government may agree to accept it (Pressman & Wildavsky, 1973, p. 107 cited in Fullan and Pomfret 1977 1977, pp.389-90). For an overarching gender-awareness analysis to get fuller insights sufficient for conclusive evaluation, **a rigorous study**, subsuming the *outcome study* of the NEP; *in-depth interviews* of the committee members and the directorate that supported the secretarial services; *looking into the background* paper of the NEP, if any; *seeking comments/opinions* from the national level

women rights organisations, is crucial. Such an overarching study, in future, can explore new and authentic understanding, thus can take us along to undertake appropriate steps to ensure the gender equality in education (GEE) and eventually, the gender equality, at large.

… … … … … …

References

Royal Tropical Institute (1996) *Training Workshop for Trainers in Women, Gender and Development*, available at https://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/empowfw.htm (accessed: November 20,2018)

Adu, P. (2016) *Presenting qualitative findings: Using NVivo Output to tell the Story*, Available at: https://www.youtube.com/watch?v=xEyGGFtVQFw (Accessed: 8th December 2018).

Ahmed, M. (2007) 'Education in Bangladesh: The Vision for 2025' *Journal of Bangladesh Studies*, *9*(1), pp.1-14.

Barrett, S. and Hill, M. (1984) 'Policy, bargaining and structure in implementation theory: towards an integrated perspective' *Policy & Politics*, *12*(3), pp.219-240.

Bowen, G. A. (2009). 'Document analysis as a qualitative research method', *Qualitative Research Journal*, 9(2), 27-40. doi:10.3316/QRJ0902027

Braun, V. and Clarke, V. (2013) *Successful Qualitative Research*, London: Sage Publication, p.201.

Bryman, A. (2012) *Social Research Methods*, Oxford: Oxford University Press.

CARE USA (2001) *CARE USA's revised gender policy,* Atlanta GA: CARE USA.

CARE USA (2014) Common Indicators Framework (CIF) Toolkit, CARE USA: Atlanta.

Celis, K. and Childs, S. (2012) 'The substantive representation of women: What to do with conservative claims?', *Political Studies*, 60(1), pp.213-225.

Childs, S., Webb, P. and Marthaler, S. (2010) 'Constituting and Substantively Representing Women: Applying New Approaches to a UK Case Study', *Politics and Gender,* 5(4), 491-518.

Denzin, N.K. (1970) *The research act in sociology: A theoretical introduction to sociological methods*. London: Butterworths.

Dovi, S. (2002) 'Preferable Descriptive representation: Will Just any Women, Black or Latino do?' *American Political Science Review*, 96(4), pp.729-43.

Dredger, A.D. (2000) *Hermaphrodites and Medical Invention of Sex,* Cambridge, MA: Harvard University Press.

Evans, T. (2010) 'Professionals, managers and discretion: Critiquing Street-Level Bureaucracy', *The British Journal of Social Work*, 41(2), pp.368-386.

Fullan, M. and Pomfret, A. (1977) 'Research on curriculum and instruction implementation', *Review of educational research*, *47*(2), pp.335-397.

Ministry of Education, Government of Bangladesh (2010) *National Education Policy 2010*, BG Press: Dhaka.

Guba, E.G. (1990) *The paradigm dialog*, London: Sage Publications.

Hargrove, E.C. (1983) 'The Search for Implementation Theory. *What Role for Government?', Lessons from Policy Research.*

Hargrove, E.C. (1975) *The missing link: The study of the implementation of social policy* (Vol. 797, No. 1), Urban Inst Pr.

Hill, M. (1981) 'The policy-implementation distinction: A quest for rational control?', *Policy and action*, pp.207-224.

Hosken, Fran P. (1981) 'Towards a Definition of Women's Rights' in *Human Rights Quarterly*, Vol. 3, No. 2. (May 1981), pp. 1–10.

Hossain, B.R.S. (2005) *Sultana's dream,* Tara Publishing: Dhaka

Hupe, P. and Hill, M. (2007) 'Street-Level bureaucracy and public accountability', *Public administration,* 85(2), pp.279-299.

Jahan, R. (2018) 'Men in seclusion, women in public: Rokeya's dream and women's struggles in Bangladesh', *The Challenge of Local Feminisms,* pp. 87-109, Routledge: London.

Joshua J. Mark (2016). 'Women in Ancient Egypt', Ancient History Encyclopaedia. Retrieved 26 July 2017.

Kaplan, S. and VanderBrug, J., 2014. The rise of gender capitalism. *Stanford Soc. Innovation Rev.*, *12*(3), pp.36-41.

Leach, F.E. (2003) *Practising gender analysis in education,* Oxfam.

Lipsky, M. (1969) *Toward a theory of street-level bureaucracy,* Institute for Research on Poverty: University of Wisconsin.

Lowi, T.J. (1972) 'Four systems of policy, politics, and choice' *Public administration review*, *32*(4), pp.298-310.

March, C., Smyth, I. A., & Mukhopadhyay, M. (1999) *A guide to gender-analysis frameworks,* Oxfam.

Swift, K. and Miller, C. (1995) *The Handbook of Non-sexist Writing for Writers, Editors and Speakers*, Women's Press.

Miske, S., Meagher, M. and DeJaeghere, J. (2010) 'Gender mainstreaming in education at the level of field operations: the case of CARE USA's indicator framework'. *Compare, 40*(4), pp.441-458.

Nath S.M. and Chowdhury, A.M.R. (2016) *The Education Watch 2016*, Dhaka: Campaign for Popular Education.

Norwegian Nobel Committee (2006), *Nobel Peace Prize 2006*, Available at: https://www.nobelprize.org/prizes/peace/2006/press-release/ (Accessed:11 January 2019)

Raynor, J. (2007) 'Schooling girls: An inter-generational study of women's burdens in rural Bangladesh' *Gender education and equality in a global context*, pp.129-142, London: Routledge

Raynor, J. (2005) 'Educating girls in Bangladesh: watering a neighbour's tree', *Beyond access: transforming policy and practice for gender equality in education, Oxford: Oxfam*, pp.83-105.

Ritchie, Z. and Spencer, L. (1994) 'Qualitative Data Analysis for Applied Policy Research' in Bryman, A. and Burgess, B. (eds.) *Analysing Qualitative Data*, London: Routledge. pp. 173-94.

Saldaäna, J. (2009) *The coding manual for qualitative researchers* (3rd ed.), Los Angeles: SAGE Publication.

Schwarz, J. (2003). 'Quantifying non-sexist language: the case of Ms., *Applied Linguistics & Communities of Practice: BAAL*.

Strauss, A. and Corbin, J. (1990) *Basics of qualitative research*, London: Sage publications.

Sullivan, Paul (2015) ‘With an Eye to Impact, Investing Through a ‘Gender Lens’’, the New York: The New York Times, Retrieved December 20, 2018.

UNDP (2017) *Gender Development Index* available at: http://hdr.undp.org.statistics/data/indicators.cfm?x=227&y=1 (Accessed:7 December 2018).

UNESCO Bangkok (2005), *Exploring and Understanding Gender in Education: A Qualitative Research Manual for Education Practitioners and Gender Focal Points*, available at: unesdoc.unesco.org/images/0013/001393/139366e.pdf (accessed: 20th October 2018).

United Nations (2005) *Equal participation of women and men in decision-making processes, with particular emphasis on political participation and leadership,* available at: http://www.un.org/womenwatch/daw/egm/eql-men/FinalReport.pdf *(*Accessed: 7 January 2019*)*

Unterhalter, E. (2005) ‘Fragmented frameworks? Researching women, gender, education and development’. *Beyond access: Transforming policy and practice for gender equality in education*, pp.15-35.

Walby, S. (2005) ‘Gender mainstreaming: Productive tensions in theory and practice’, *Social Politics: International Studies in Gender, State & Society*, *12*(3), pp.321-343.

Warren, H. (2007) ‘Using gender-analysis frameworks: theoretical and practical reflections’, *Gender & Development*, 15(2), pp.187-198.

Weatherley, R. and Lipsky, M. (1977) ‘Street-level bureaucrats and institutional innovation: Implementing special-education reform’, *Harvard educational review*, *47*(2), pp.171-197.

Williams, S., Seed, J. and Mwau, A. (1994) *The Oxfam gender training manual*, Oxfam GB.

World Bank, (2018) *Returns to Investment in Education A Decennial Review of the Global Literature, Available at: http://documents.worldbank.org/curated/en/442521523465644318/pdf/WPS8402.pdf* (Accessed: 20 November 2018).

Yunus, M. (2010) *Building social business: The new kind of capitalism that serves humanity's most pressing needs*, New York: Public Affairs.

Daly, M. (2005) 'Gender mainstreaming in theory and practice', *Social Politics: International Studies in Gender, State & Society*, *12*(3), pp.433-450.

Woodward, A.E. (2001) *Gender mainstreaming in European policy: Innovation or deception?* (No. FS I 01-103). WZB Discussion Paper.

Nazneen, S. (2017) 'The Women's Movement in Bangladesh: A Short History and Current Debates' Dhaka: FES Bangladesh.

Schuler, S.R., Lenzi, R., Badal, S.H. and Nazneen, S. (2018) Men's perspectives on women's empowerment and intimate partner violence in rural Bangladesh. *Culture, health & sexuality*, *20*(1), pp.113-127.

Middlesex University, London

……..